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ABSTRACT

This paper describes the design and orientation of a collaborative writing model for culturally diverse college students, noting that collaborative writing has grown in popularity in recent years because of its success in engaging diverse students more fully in the writing process. The model is premised on a socially designed and consensus oriented approach which is achieved through teacher and student self-disclosure. It is intended to help instructors understand the importance of being culturally responsive when teaching writing. Collaborative writing approaches for culturally diverse students include: peer tutoring, peer editing, co-authoring, combining the previous three methods, workshopping, and knowledge making. The model proposes to change the traditional image of the student and the teacher during the writing process. The paper notes implications for further research and concludes that while studies have produced mixed results concerning the benefits of peer response groups, they have definitely influenced the move away from traditional pedagogical methods in today's classrooms at all levels. (SM)

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A Model for Teaching Writing: Socially Designed and Consensus Oriented

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ABSTRACT

Research reveals that collaborative writing has grown in popularity in recent years because of its success in engaging the culturally diverse college student more fully in the writing process. This article offers the design and orientation of a collaborative writing model for this population. It is premised on a socially designed and consensus oriented approach which is achieved through teacher and student self-disclosure. The model is intended to help instructors understand the importance of being culturally responsive when teaching writing. Finally, the article identifies and examines appropriate approaches of collaborative writing that can be conducive to teaching writing to diverse college students. It is a model that proposes to change the traditional image of the student and teacher during the writing process.

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Through our experiences as writing instructors, we recognize that a framework is needed to synergize desirable collaborative writing approaches with effective cultural teaching methods that we consider to be necessary and applicable to developmental education programs in postsecondary institutions. The research indicates that a number of collaborative learning models have been designed with culturally diverse students in mind (Davidman & Davidman, 1994; Nieto, 1992). These models support the premise that collaborative learning is a viable approach congruent with the teaching of culturally diverse students, especially the Group Investigation Model (Sharan, 1980) and the Cooperative Integrated Reading and Composition Model (O'Connor & Jenkins, 1993).

Research reveals that when these models are utilized, students tend to have higher achievement scores, higher critical and creative thinking skills, as well as accelerated reading comprehension, writing performance and socialization skills. Although these models were designed for the elementary and secondary levels, they have implications for culturally diverse students at the postsecondary level, particularly since there has been a renewed interest in collaborative writing as postsecondary institutions seek

alternative ways of improving students' writing skills.

This renewed interest can be attributed to the demand for educational assessment and accountability as a result of the increasing number of culturally diverse students in postsecondary education, many of whom are developmental students. Locke (1992) reported that by the year 2075, African Americans, Alaskan Natives, Native Americans, Hispanic Americans, Asian Americans, as well as other minorities, will constitute the majority of the United States population. Meanwhile, Morganthu (1997) estimates that by the year 2050, the population of the United States could increase by more than 500 million, more than twice the increase reflected in the 1990 census. With the emerging demographic changes in society, there is a critical need for innovative and interactive instructional approaches to enhance the cognitive and affective skills of culturally diverse students. Educators must seek new instructional alternatives to respond to the nature and needs of students with culturally diverse backgrounds. As they search for instructional alternatives, collaborative writing is emerging as one of the preferred instructional approaches. In view of these facts, this chapter's purpose is to present a model utilizing collaborative writing (See Figure 1) and to identify and examine appropriate approaches of collaborative writing that can be conducive to teaching writing to culturally diverse college students.

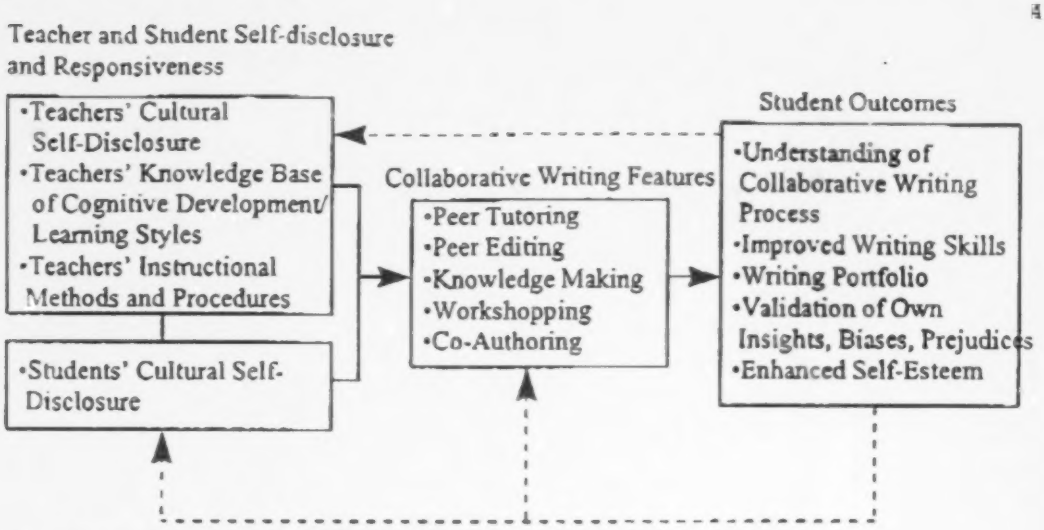

Figure 1. A Collaborative Writing Model for Culturally Diverse College Students

Design and Orientation of the Model

Teacher and Student Self-Disclosure

In order for collaborative writing to achieve its maximum potential with culturally diverse students, the collaborative writing model should be socially designed and consensus oriented which is achieved through disclosure, the first aspect of the collaborative process. Disclosure is a term borrowed from the field of counseling. Counselors tend to place a great deal of emphasis on one's ability to self-disclose intimate details of one's life. They consider it to be a major attribute of the healthy personality. Jourard (1964) argues that one's ability to be open during the disclosing process is an indication of one's mental health. Consequently, the more open students are during the collaborative process, the more likely the writing task will be a success. Disclosure enhances all other approaches of collaborative writing by encouraging

students to share their inner selves with others to improve their communication skills. It also enables students to engage in deep levels of communication that can have positive effects on their cognitive skills. When using disclosure in the classroom, however, instructors should plan carefully and set specific guidelines to create a "protected" environment. This view is supported by Bleich (1995) and Bruffee (1993) who acknowledged that disclosure is not merely "opening up" or "expressing oneself" in the academic environment, but rather an initiative with personal, political, and sociological implications. If students do not openly express themselves, communication will remain on the surface, making it less likely that collaborative writing will be effective.

In order for instructors to effectively facilitate collaborative writing, they should first begin by examining their values, beliefs, prejudices, and attitudes concerning culturally diverse students. Instructors must recognize their prejudices through disclosure which can provide an opportunity for them to become knowledgeable of their views regarding these students. According to Henry (1986), a teacher's self-awareness [self disclosure] enables him or her to look at his or her own beliefs, attitudes and behaviors towards culturally diverse students which will enable them to develop and implement specific methods that can best assist students with their own self-awareness.

Banks (1981) supports the premise that instructors typically perceive culturally diverse students as not being as academically inclined as Anglo students. As a result, a

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number of instruments have been designed to assist teachers in examining their cultural theoretical orientations toward diverse students. For example, Banks' "Self-Awareness" and Henry's "Cultural Diversity Awareness Inventory" are two instruments which may be utilized by teachers to help reeducate themselves in order that they too may understand and respect individuals regardless of their differences. Banks further argues that instructors' attitudes help to create an atmosphere in which students can learn.

Postsecondary institutions must train teachers to be culturally responsive by providing them educational opportunities so they will become knowledgeable of the culture of minority students. Therefore, we recommend that prior to employing disclosure, instructors should be provided training to help them become culturally sensitive toward and acquire an understanding of students from various cultural backgrounds. At the beginning of the academic school year, instructors should participate in workshops where they can employ practical disclosure exercises and examine their cultural orientations along with reviewing the literature. Instructor attitudes and perceptions of culturally diverse students determine the level of expectations they set for these students and the kind of treatment students receive in the classrooms (Hernandez, 1989; Sleeter & Grant, 1988).

Consequently, understanding the importance of disclosure is perhaps one of the most crucial skills instructors can possess when teaching collaborative writing.

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Instructors who are willing to express their thoughts and feelings may be better received by culturally diverse students, thereby encouraging these students to develop more positive self-images and attitudes. After instructors have disclosed and examined their own belief systems concerning culturally diverse students, they must then begin to guide students in examining their own belief system utilizing disclosure. They must encourage students to participate in various experiences to increase their knowledge about the beliefs and values of other groups. During class orientation, instructors should administer a disclosure survey. Disclosure will help students learn how to be comfortable with members of other cultural groups by accepting, respecting and appreciating the other group. In turn, students will learn to acknowledge the existence of other cultures by understanding the nature of other groups and by recognizing the complex process of culture.

Although the research on disclosure is limited, the findings have been varied. For example, Mead (1994) has demonstrated a high degree of interest in disclosure through her research. She studied students (n = 16) enrolled in a professional writing class in order to reorganize course objectives. In order to prepare students to write collaboratively, Mead divided the students into four groups with each group consisting of four students who were assigned to design a brochure for real clients during the course of three weeks. During the first week, Groups One, Two and Four accomplished the

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collaborative task successfully because all members brainstormed, analyzed, revised and shared equally in the writing. However, in the second week Group Three experienced dissensus because they did not assign or share tasks and they did not attend meetings.

Because of the dissensus, Group Three evaluated the dynamics of their group and discussed the problems that prohibited them from successfully completing the collaborative writing project. Mead then decided to reorganize the course based on the following objectives: (a) to provide opportunities for students to collaborate with the instructor as mediator, (b) to provide options for students in selecting projects and group members, and (c) to provide opportunities for students to become familiar and comfortable with dissensus.

Although Mead's focus was on self-disclosure and writing, other studies have focused on self-disclosure and the student's ethnicity. For example, several studies on self-disclosure among college students indicate that culturally diverse students have a preference for disclosing to individuals of their own ethnic group (Durrani,1981; Noel, & Smith, 1996). Other findings indicated that students produced greater self-disclosure because of similarities in attitudes (DeWine et al., 1977). The degree to which a comfort level is established, therefore, affects the extent and ease of disclosure among student groups. Once instructors and students have completed the disclosure aspect of the collaborative writing process, students should receive an orientation that establishes the

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philosophical approach on which collaborative writing is based. This part of the orientation prepares students to engage in the collaborative activities. During the orientation students are involved in preparation activities and experiences that give them the proper mindset and attitudes they need to successfully negotiate the writing process.

Collaborative Writing Approaches

Collaborative writing advocates argue that this approach has synergistic benefits which are advantageous to teachers and students across disciplines (Bruffee, 1984; Connors & Lunsford, 1993). This observation tends to be true since collaborative writing is a multifaceted enterprise with many approaches. The suggested collaborative writing approaches for inclusion in a collaborative writing model at the postsecondary level include peer tutoring, peer editing, co-authoring, workshopping, and knowledge making. Although there are a number of other approaches of collaborative writing, these tend to be the most appropriate for culturally diverse college students. The activities in this collaborative writing model are not designed to be structured in a sequential or linear manner. They are designed to be recursive in nature; therefore, the model is spiral as is the writing process. These collaborative writing approaches are discussed in isolation with no specific preference for order; however, it is important to note that they can be interrelated. In order to facilitate this model, a description of these approaches and their implications/utilization for culturally diverse college students are

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provided below.

Peer Tutoring

Using peer tutoring to teach culturally diverse students involves and demonstrates an appreciation of their unique views and approaches to the writing assignment and fosters the notion of collegiality. Since writing is such a personal enterprise, both peer assisted writing and peer tutoring recognize and exploit the element of values similarity among the student cohort. Often culturally diverse students are less defensive with each other than with a teacher or authority figure. In some Asian cultures, for example, it is impolite to look directly at adults. Ideally, therefore, the peer tutor is available not so much to correct mistakes as to offer comments and discussion of the assignment in a non-threatening atmosphere. As culturally diverse students engage in the writing process among a supportive peer environment, they often are able to grasp concepts more clearly, ask questions more freely, and understand the weaknesses in their writing more fully.

Peer tutoring also can be helpful in stressing the discipline of writing which involves not just cognitive and intellectual concerns, but emotional expression as well. As students examine the purpose for their writing and the intended audience, they tend to approach writing more personally and benefit from the feedback of the objective reader/tutor. In this sense, for the culturally diverse student, the peer tutor may be preferable to computer-assisted instruction which may yield linear, competency based

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improvement of grammar skills, but not the personal growth that comes from higher order thinking requiring value judgments and greater interpretive skill.

A number of studies have been conducted by college instructors who employed collaborative writing as an instructional approach to examine the effects of peer tutoring in the classroom. For example, Scott (1995) conducted a study to assess students' attitudes towards two kinds of collaboration: peer assisted writing and peer tutoring. The sample (N = 237) consisted of students in ten different courses with nine different teachers from seven universities in five states. Scott administered a questionnaire to determine students' attitudes toward collaboration consisting of two types of items: statements about which students ranked their responses on a scale of 1 to 5, and open-ended statements which they completed. Scott's questionnaire also included a Group Writing about the experience of fully collaborative design and development of written documents. He utilized the SAS statistical package. The response on the survey as a whole was overwhelmingly positive. The means of the five items on peer-assisted writing were generally higher than those of the group writing section, but overall, Scott's findings indicated that students are aware of the value of both kinds of collaboration.

Peer Editing

Peer editing, like peer tutoring, assumes varying levels of writing proficiency. In the culturally diverse classroom students may be grouped or paired in such a way that

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stronger students are able to point out flaws in the written essays of other students. Students comment on the grammar, development, word choice, and overall clarity of expression in the work. For example, in the English Component of the Student Support Services/Intensive Educational Development Program at the University of Maryland at College Park, peer editing is used as a means of allowing stronger students to assist their weaker peers. In a Program where one-third of the participants are African-American, one-third are white, and one-third are Asian, Hispanic and other ethnicities, students work collaboratively to bring out the best in each other.

The value of peer editing among such a population is that it allows some students to assume greater responsibility by acting in the teacher's role. Mutually beneficial, peer editing causes the editors to seek a better understanding themselves if they have to explain their comments in criticizing the work of others. Students receiving the editing will feel more confident in submitting work that has been proofread and assessed prior to submission for a grade. They all gain a greater appreciation for the value of the teacher's comments.

Peer editing is an instructional approach that has been given considerable attention (Clifford, 1977; Dobie, 1992; Lewes, 1981). Dobie (1992) implemented a study to explore the needs and goals of adult students ($\underline{N} = 22$) enrolled in freshman English courses at a large but not a highly selective university. These students were

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selected to serve as a cross-section of older students enrolled in these classes. Data was gathered from four questionnaires, a self-analysis, teacher observations, and student interviews. The researcher's findings revealed that the first stage of adult students entering college is perhaps the most cumbersome and that their reasons for returning to college were indeed serious ones. In addition, adult students were reported as very confident about their returning to college. Moreover, the findings revealed that adult students did not rate writing highly although they felt positive about what writing courses had to offer. Overall, Dobie concluded that adult students are unrealistic about what college can offer them and about what a writing class would require of them.

Lewes (1981) conducted a study to examine the effectiveness of peer editing in a college composition seminar. Students (N = 13) met once a week for four hours utilizing the workshop approach. They were required to write short essays consisting of three to five typed pages each week following an assigned mode of discourse; however, students were allowed to select their own topic. For the first assignment, both the students and the instructor edited the essays line by line. Then primary trait scoring was used. Other evaluations used included the non-judgmental description of the essay suggested by Peter Elbow. During the weekly meetings, students discussed audience expectations, genre, and levels of style. Lewes reported that at the end of the semester, the writing of the students had improved and that editing became more critical and reliable. Students also

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began to grade their peers on the quality of both their editing skills and their writing performance. It is important to note that the students' evaluations did not differ from those of the instructor.

Clifford (1977) implemented an investigation to test the effectiveness of two methods of teaching writing to college freshmen (N = 92) in a remedial composition class. Students were randomly selected from each third name from entering freshmen who received a raw score between 40 and 50 on the Cooperative English Test, Form 1A at Queens College of the City University of New York. Both students and instructors were then randomly assigned to classes. The students were randomly assigned to six classes: two classes each were taught by three instructors of comparable training and skill; each taught one class in the traditional manner and one class with a collaborative composing approach. For example, instructor one taught a collaborative class (n = 15) and an experimental class (n = 16) as well as instructor two (n = 13) and (n = 16); and instructor three (n = 15) and (n = 17), respectively. Students were administered pre-posttests. A writing sample was used to determine the students' experiential writing performance scores and the Cooperative English Tests, Form 1A and 1B, were used to determine the students' mechanical knowledge and vocabulary knowledge scores. After the pretests, the experimental group followed an eight-stage sequence. First, students brainstormed about a particular topic and then wrote freely for fifteen minutes assigned

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autobiographical, expressive and expository topics and then they were required to sit in small groups reading and evaluating their first drafts. Students then revised their drafts based upon their peers' comments and brought five copies to class for more detailed discussion using feedback checklists. Students then gave their essays to another group to be evaluated. Finally, students with similar problems and concerns were grouped for instructor discussion.

Students in the control groups followed a five-stage sequence. First, they sat together as a class with strictly teacher-led discussions on various grammatical concepts, punctuation conventions, usage questions and sentence patterns. Then, students discussed various rhetorical conventions led by the instructor which was followed by a lecture on rules, patterns, strategies and conventions of traditional rhetoric. Next, students' writing samples were used to pinpoint various errors common to students' essays. Finally, the instructor explained correction symbols and comments made in students' essays at the end of each class.

As Clifford's study indicated, peer editing involves the added responsibility of assessing not just the performance of the writer, but the editor as well. Usually peer editors will attend to the earlier drafts of a paper with the teacher assessing the final product and assigning the final grade. Professional oversight assures that the process demonstrates fairness (an important concept among culturally diverse students),

accuracy, and real writing improvement.

Co-authoring

Co-authoring involves cooperation at the highest level as well as respect for the opinions and abilities of others. Co-authoring is an opportunity for culturally diverse students to write jointly and learn from each other in a collegial environment. For culturally diverse students, co-authoring may provide the confidence and focus required to solicit their best effort, since effective co-authoring demonstrates personal growth, interpersonal competence, and an opportunity for achievement motivation.

Co-authoring, however, is not without its problems. Usually the same grade is received by each writer. Assessment is especially difficult, therefore, in instances where one writer has assumed greater responsibility than another even though the assignment is submitted under joint names. In such a case, the teacher must clearly spell out the criteria for grading as well as exercise clear supervision of the writing process.

One advantage of co-authoring for the culturally diverse student is that it requires the development of consensus, concession, bridging, and other rhetorical strategies in ways that create greater understanding. Another advantage of this strategy is that it enables students to self-plan the writing activity thereby drawing on the strengths each brings to the process. And finally, co-authoring gives each participant an effective helper offering concrete suggestions, feedback, and additional resources.

The writing skills of students can be enhanced by co-authoring (Saunders, 1986). Saunders reported results similar to Coleman (1987) in a collaborative descriptive writing project. She found collaborative writing to be an effective tool for helping students overcome the fear of making suggestions to peers about a piece of writing. As used in a developmental writing class, the project involved only a one paragraph paper, assigned early in the semester. After a class discussion of the importance of using concrete details in writing, students were paired with other members of the class for a collaborative assignment. Each pair of students picked a location on campus to describe. The finished paragraph did not specifically name the location. Instructions included the two students reaching a consensus on their dominant expressions about the location. Through this process of coming to an agreement, the students discovered that suggestions and evaluation can be positive instead of merely negative. The pairs elected a leader to read the paper to the rest of the class, and the class guessed the location described. The assignment encompassed the various learning styles students bring to class and taught the importance of concrete specific detail and audience awareness.

Peer Tutoring, Peer Editing, and Co-Authoring Combined

As indicated earlier, these collaborative writing approaches may be combined into one instructional approach in the model. These three paired approaches can be used to teach culturally diverse students because they tend to include all elements that enable

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students to improve their writing skills while simultaneously enhancing their interpersonal skills. Although most research tends to use only one of the approaches, Shepherd-Wynn (1999) implemented a study that has clearly demonstrated that peer editing, peer tutoring and co-authoring combined can be beneficial to students. Shepherd-Wynn conducted a study on 440 English composition students enrolled in fifteen sections of Freshman Composition 101 (n = 267) and 102 (n = 173) courses at Grambling State University to investigate the effects of collaborative learning (peer tutoring, peer editing, co-authoring) on the students' writing anxiety, apprehension, attitude and writing quality. The Daly-Miller Writing Apprehension Test, Thompson's Writing Attitude Survey, and Emig-King Writing Attitude Scale were administered as pre- posttests. The students wrote five essays: first and fifth were pre-posttests; second, third and fourth employed peer editing, peer tutoring, and co-authoring techniques. Holistic scoring was used to measure the students' writing quality on the pre- and posttest essays (writing samples) as well as the three essay assignments that utilized the collaborative writing approaches.

During the first week of the study, English composition students wrote a 50 minute in-class narrative essay as a pretest in response to a prompt. During the second week of the study, students were asked to write a descriptive essay in response to prompts. The English composition students wrote their essays outside of class

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individually and turned in two typed copies of their essay at the next class meeting. Prior to the next class meeting, each English instructor preassigned English composition students whose writing ability levels ranged from low, middle, to high to peer editing groups of two. Each peer editor was responsible for marking the errors using a peer editing checklist and adding any comments which he or she believed to be constructive and beneficial to the author of the paper. After each essay had been edited and returned to the original author, recommended corrections were discussed between the author and the peer editor. Meanwhile, each English instructor monitored the peer editing activities but was not involved in the actual editing of the essays. They were, however, involved in explaining materials and/or advising about procedures in a facilitative role. For each collaborative writing assignment, each author made revisions outside of class and submitted the edited copy (rough drat) and two typed copies of the revised essay (final draft) to the English instructor for evaluation. After each English instructor had evaluated the essays using holistic grading, he or she returned the essays to the writers and conferred with them prior to assigning the next collaborative essay. Each essay was read by two English instructors, serving as raters, while a third rater was used when two raters assigned a score that had a difference of more than one point. Then the two closest scores were used to determine the essay grade (A, B, C, D, F).

During the fourth week of the study, the students wrote a definition essay. Again,

they wrote the essays individually outside of class in response to a prompt and submitted three typed copies of their essay at the next class meeting. Prior to the next class meeting, each English instructor preassigned English composition students whose writing ability levels ranged from low, middle, to high to peer tutoring groups of three making sure not to group the same students as in the peer editing activity. Each English composition student brought three typed copies of his or her essay to class so that each member of the triad could be able to discuss the essay orally and complete the peer tutoring checklist. They spent a minimum of fifty minutes of the peer tutoring session reading aloud and discussing the strengths of weaknesses of each essay following the prescribed checklist until all members of the triad received feedback. The revising and grading procedure were the same as applied for the peer editing essay.

During the sixth week of the study, each English instructor preassigned four students per group and asked them to co-author an exemplification essay in response to a prompt. The English composition student wrote the essay jointly both in and outside of class. Students were informed that they could meet as many times as they desired outside of class. This element of collaborative writing, co-authoring, also required the students to implement strategies they learned in the peer editing and peer tutoring activities. The English composition students completed the essay as a group for which one grade was assigned to each member. To conclude the study, English composition

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students wrote a 50 minute in class persuasive essay as a posttest in response to a prompt.

The three collaborative writing assignments coupled with the pre- and posttest writing samples were used to determine the writing quality of English composition students. The differences in the scores assigned to Essays I and V depicted the amount of gain experienced by the English composition students in regards to their writing quality. Shepherd-Wynn's (1999) study employed a comprehensive research design (pre-posttest, predictive, comparative and ex post facto). Because the design was sufficiently complex, inferential statistics were employed, including univariate analytical techniques within the context of paired-sample t-tests and independent sample t-tests, correlation analyses (Spearman Brown's Intercorrelation Coefficient and Pearson's Product Moment), ANOVA.ANCOVA, and multivariate procedures with emphasis on discriminant analyses (MANOVA/MANCOVA, multiple regression/stepwise regression diagnostic procedure) and path analysis to determine the differential effects of the independent variable, collaborative learning (peer editing, peer tutoring, peer authoring), and the dependent variables (writing anxiety, writing apprehension, writing attitude, writing quality) as well as the effects of the fixed factors (gender, course enrollment status, instructor).

Pearson's correlation coefficient showed a significant relationship between combined collaborative writing scores with anxiety ($r = -0.191$, $p < 0.01$), apprehension ($r = -0.196$, $p < 0.01$), and quality ($r = 0.869$, $p < 0.01$) with marginal effects on attitude

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($\underline{r}$ = -0.099, $p < 0.05$). Spearman Brown coefficient revealed no correlation between gender and enrollment status ($\underline{r}$ = -0.066, $p > 0.20$). Enrollment status, gender, and instructor showed significant correlations with combined ($\underline{r}$ = 0.182, $p < 0.001$; $\underline{r}$ = -0.244, $p < 0.001$; $\underline{r}$ = 0.263; $p < 0.001$, respectively) and writing quality ($\underline{r}$ = 0.129, $p < 0.001$; $\underline{r}$ = -0.161, $p < 0.001$; $\underline{r}$ = 0.360, $p < 0.001$, respectively).

Discriminant analyses showed students preferred peer tutoring, authoring and peer editing, respectively. Independent-sample t-test showed no gender difference on pre-anxiety and pre- posttests apprehension. Paired-sample-t-tests mean scores for pre-posttest writing samples increased (67.34 to 77.89); anxiety decreased (79.03 to 77.25); apprehension decreased (66.76 to 62.77). Paired-sample-t-tests showed attitude moved downward (63.26 to 59.58). Finally, path analyses showed peer editing had a significant relationship with and direct path to anxiety ($\underline{r}$ = -0.20, $p < 0.001$, Y = -.0113, $p < 0.001$) and apprehension ($\underline{r}$ = -0215, $p < 0.001$, Y = -0.168, $p < 0.001$); it also revealed a significant relationship between peer editing and writing quality ($\underline{r}$ = 0.601, $p < 0.001$) with $\beta = 0.347$, $p < 0.001$); and an indirect effect between peer tutoring and attitude ($\underline{r}$ = -0.085, $p < 0.05$). Path analyses also showed a significant relationship and direct path between peer tutoring and apprehension ($\underline{r}$ = -0.178, $p < 0.01$, Y = -.0115, $p < 0.01$); and a significant relationship between peer tutoring and writing quality ($\underline{r}$ = 0.737, $p < 0.001$ with $\beta = 0.644$, $p < 0.001$). Path analyses revealed a relationship between peer authoring

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and attitude ($r = -0.064$, $p > 0.05$), apprehension ($r = -0.062$, $p > 0.05$) and anxiety ($r = -0.061$, $Y = -0.061$, $Y = -0.095$, $p > 0.05$). There was a significant relationship between peer authoring and writing quality ($r = 0.595$, $p < 0.001$ with $\beta = 0.373$, $p < 0.001$).

As a result of these findings, Shepherd-Wynn (1999) concluded that collaborative learning is a viable instructional approach for improving English composition students' writing quality. She further concluded that the combined collaborative writing approaches (peer editing, peer tutoring, co-authoring) were as effective as the individual collaborative writing approaches in reducing English composition students' writing anxiety and writing apprehension, with both having marginal effect on writing attitude. Other conclusions drawn were that peer authoring is significantly correlated with English Composition students' writing quality, peer editing strengthens the critical skills of the peer editor and provides immediate feedback for peers being evaluated, and students who are highly apprehensive have weaker skills than students with low apprehension. Based upon these findings, Shepherd-Wynn's (1999) study is particularly significant because it employed three of the most commonly used collaborative writing approaches individually as well as synergized the three collaborative writing approaches for the treatment. Moreover, the study is significant because of its implications for the teaching of writing to culturally diverse students.

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Workshopping

Workshopping and the peer group learning experience can be beneficial, particularly in large culturally diverse classes of varying skill levels. It allows participants to focus on the purpose of writing for particular audiences. Critiquing each other's writing enables culturally diverse students to strengthen lines of communication and forces interaction among students who might otherwise be content as passive learners. It develops leadership skills as well as writing skills by simulating the type of group roles and tasks likely to be encountered in the workplace and throughout life

In the workshop setting students may present mini lessons, critique papers and engage in holistic grading, activities traditionally reserved for the teacher. So-called "writer's workshops" help to gauge audience reaction and response to works in progress. This type of cooperative interaction in a laboratory setting improves the quality of the learning experience for culturally diverse students by reinforcing what has been taught and focusing on improving effort, not crushing it. Workshop resources, moreover, tend to be chosen more creatively than those used in traditional classrooms. The term "workshop" seems to invite experimentation and creative thought. Experienced writers may be brought in along with audiovisuals and other instruments thereby appealing to the learning styles of more diverse students.

Freeman (1997) explained that mathematics students who work in small groups

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using the workshop approach tend to achieve higher grades than students who receive traditional instruction. This is perhaps due to the fact that a great deal of mathematical research stems from discussions between mathematicians. Because mathematicians collaborate when conceptualizing procedures, a number of studies have examined the influence of collaborative learning on students' mathematical skills. For example, Wood (1992) studied math students ($N = 52$) at Central Florida Community College in Ocala to determine the impact of computer lab tutorials and cooperative learning on mathematics achievement, retention rate, mathematics anxiety, mathematical confidence, and success in future mathematics courses. The participants were enrolled in two sections of intermediate algebra; one section was taught using cooperative learning approach/experimental ($n = 29$) while the other section was taught using the traditional lecture approach ($n = 23$) with the same instructor teaching both classes.

The experimental group was divided into groups of two to four students based upon their placement tests. Participants who had equivalent achievement scores were placed in the same group. All group members received specific rules regarding homework assignments, computer laboratory assignments, tests, and attendance and responsibilities to observe during the study. Groups also had the responsibility of deciding how these rules and responsibilities should be achieved. For example, some groups met in various locations on campus while others conferred via the telephone. In

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addition, the participants were given 15 minutes of class time to discuss homework. Once a week, the participants were given computer laboratory assignments. Although no grades were assigned for the computer laboratory assignments, the participants self-reported the completion of the assignments. The participants completed the tests as a group for which one grade was assigned with each member receiving the same grade. The only individual grade the experimental group received was the final examination grade.

Both the experimental group and control group received the same assignments and tests. In addition, they were administered the Fennema-Sherman Mathematics Anxiety and Confidence Scales test as a pre- and posttest. The study's results indicated that a total of 38 participants completed the study: 23 in the experimental and 15 in the control group. Sixty-nine percent of the participants in the experimental group received a course grade of A, B, or C while only 52% of the participants in the control group received a course grade of A, B, or C. Yet further findings revealed that 80% of the participants in the experimental group were successful in their subsequent math course while 87.5% of the participants in the control group were successful in their subsequent mathematics course. The control group also showed greater increases in post-course confidence and greater reductions in anxiety than the experimental group. Although the participants in the traditional lecture group performed slightly better than the participants

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in the cooperative learning groups, the researcher concluded that workshopping can be a very effective teaching tool.

After participating in a workshop on peer critiquing, Flynn, McCulley, and Gratz (1982) conducted a study to determine the influence of peer critiquing and the use of writing models in the preparation of scientific reports. The sample consisted of 60 to 70 biology sophomores who were divided into four groups: one reference and three treatments. During the first two quarters, a reference group wrote their scientific reports following the traditional format using an outline without additional directions. The first treatment group constructed their scientific reports using both peer critiquing and model analysis. The second treatment group wrote their reports using only model analysis while the fourth treatment group composed their reports using only peer critiquing. All groups attended the same lab session and received the same instruction.

Two teaching assistants evaluated the papers using primary trait assessment. The findings revealed that the treatment groups scored higher than did the reference group. The results of ANOVA revealed that there was a significant difference in mean scores but did not indicate where the differences existed. In addition, the results of the Duncan multiple-range test indicated that the three treatment groups increased the overall quality of their scientific reports significantly while the group that used only modeling composed better reports than other groups. The researchers concluded that the scientific reports

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written by treatment groups were better organized and provided better discussions of the data collected during the lab sessions. They further concluded that writing model analysis, peer review and revision will increase the quality of written scientific reports.

Knowledge Making

Knowledge making is a relatively new feature of collaborative writing. Knowledge making is a conscious attempt to develop the higher order thinking skills as identified traditionally in Bloom's taxonomy of learning (1956). As such, it rests on the student's ability to associate from his own culturally diverse experience and transfer those connections to create new knowledge. Through activities such as free discussion and brainstorming culturally diverse students are encouraged to draw upon personal experiences, make direct and logical analogies, elaborate and extend, and use various other techniques of knowledge making.

Once culturally diverse students develop to the point of being able to uncover or create knowledge, they can assume greater responsibility for learning. Self-directed learning, which is the goal of most developmental programs, is crucial for empowering culturally diverse learners as they move through Perry's (1971) stages of personal development from dualism to relativism and onward toward commitment.

Since knowledge making focuses on cognitive development, it involves metacognitive processes as well by which students examine the very development of

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thought. Students get to explore cognitive styles and gain more understanding of their own approaches to learning, studying and, ultimately, writing. The cyclical nature of writing-thought-writing becomes internalized and the student assumes ownership of the processes.

Implications for Further Research

The idea of improving writing mastery through the use of cooperative learning strategies has gained popularity in high schools and colleges across the nation both in response to limited English proficient students as well as employers who have criticized the writing skills of graduates at both levels. A *Washington Post* article (Matthews, 1997) discusses how system-wide schools in the greater Washington, D. C. metropolitan area are becoming involved in these new approaches to teaching writing in the 1990s. The same is happening on the college level, especially as it relates to culturally diverse populations. In general, these strategies have proven to result in greater engagement in the writing process than traditional methodologies, higher cognitive skill involvement, and more social interaction. For culturally diverse populations, especially where some are speakers of other languages, cooperative/collaborative learning also serves to increase multicultural interaction and understanding.

Educating for leadership in the new millennium requires self-direction. The cooperative/collaborative learning strategies discussed encourage both peer and

student/faculty interaction in ways not afforded by traditional pedagogy. These suggested changes in educational practice seem to more clearly address the nature and needs of developmental students today; research is needed to determine their value in improving retention and graduation rates among these students. In addition, it would be interesting to determine whether these approaches work as well with other disciplines as with writing.

More studies need to be done on the effect of peer editing on the writing of the higher ability student. To assume that the writer is the only beneficiary of the editing assistance is highly questionable, yet little research exists which examines the effect of this process on the peer editor.

An investigation is also needed to better assess the impact of cooperative/collaborative learning strategies on teaching protocols. While it appears at first glance that such strategies would lessen the demands on teachers' time and effort, more preliminary development, extra assessment tools, training, and other qualitative investment may place a heavier burden on the teacher than is immediately observable.

The model presented in this chapter provides a framework for conceptualizing the process of writing development using cooperative/collaborative learning strategies. We have suggested that this model is particularly suited for culturally diverse student populations. More research is needed to determine if these particular methodologies are

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more effective among some students than others, for example, returning women, older students in general, Hispanic students, and the like.

At present, cooperative/collaborative learning appears to offer useful strategies for engaging culturally diverse students in the writing process. These strategies seem to respond more comprehensively to the developmental needs of students as they seek to navigate the college community. The choice of instructional method, moreover, should always be a reflection of the desired student outcome, and if we seek to empower students maximally to render quality service to others, the cooperative/collaborative strategies discussed above seem to respond effectively to both the cognitive and affective development of culturally diverse students. The challenge for us as educators is to bring the various aspects of these peer interactions into harmony with program or institutional goals and mission.

Conclusion

In response to changes in learner profiles (i.e., limited English proficient, culturally diverse, learning disabled, and so forth) educators have sought to adapt instructional methodologies to better respond to student needs. The various peer response groups mentioned are being used increasingly on the college level following their success among non-traditional groups at the lower levels.

For the teaching of writing/composition, this methodology has grown in

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popularity in recent years because of its success in engaging the culturally diverse student more fully in the writing process as various studies have shown (Applebee, Langer & Mullis, 1986; Dyson & Freedman, 1991). Moreover, Prather and Bermu'dez (1993) found that Limited English Proficient writers (n = 46) improved their writing skills after exposure to small group conditions, and Ziv (1983) noticed that peer response group comments became more critical with greater familiarity with the process. However, Berkenkotter (1983, 1984) found that among freshmen, students' writing did not directly improve as a result of peer comments. Consequently, while studies have produced mixed results concerning the benefits of peer response groups, they have definitely influenced the move away from traditional pedagogical methods in today's classrooms at all levels.

What peer response groups have lent to the teaching of writing for culturally diverse students is the opportunity for face-to face discussion of works-in-progress, collaborative revision, and dialogic attention to language skills in a "safe" environment. For culturally diverse students, language skills will be enhanced greatly as peer response groups gain even greater use in the college writing classroom.

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